



# Learning Observation Instrument

## Learning Observation Analysis Document

Teacher Name	Date
School	District



Assignment	
Grade Observed	
Subject Observed	

### CONTENT RUBRIC

Aligns with In-TASC Standard 4 (Content Knowledge) and 5: (Application of Content)

The *Content* rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	5	4	3 Proficient	2	1	0	
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					Comments
Element	Descriptors						
Conceptual Understanding  <input type="text"/>	<b>Guides students to create their own representations and explanations of concepts.</b>  Engages students in using simultaneous multisensory <b>representations.</b> (4a)	Incorporates <b>multiple</b> effective representations and explanations of concepts, <b>throughout the lesson.</b> (4a)	Incorporates <b>effective</b> representations and explanations of concepts that capture key ideas and details essential to building <b>conceptual</b> understanding in the discipline. (4a)	Incorporates representations and explanations of concepts that capture <b>key ideas and details</b> essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)		

<b>Task Analysis</b> <b>(Organization of Content)</b> 	<b>Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks.</b> (4e, 4f, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and <b>reflect prior learning.</b> (4d, 4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, <b>logically organized, sequenced, and taught/facilitated one at a time.</b> (4f, 7a, 7b, 7c)	Lesson objective(s) and materials are <b>sequenced</b> and aligned to content standards (4f, 7a, 7b, 7c)	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c)		
<b>Connections to Content</b> 	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of <b>interdisciplinary</b> knowledge through the lens of <b>local and global issues</b> (5b, 5d, 5g)	Uses purposeful and strategic questioning & <b>facilitation</b> strategies that <b>result in students applying</b> disciplinary knowledge to real world problems. (5b)	Uses <b>purposeful</b> questioning strategies and activities to activate students' prior knowledge and guide them to understand, question, reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f)	Uses questioning strategies and/or activities in order to develop students' understanding; <b>guides students to question and/or reflect on ideas about the content.</b> (4b, 4d, 8f)	Uses questioning strategies and/or activities to develop students' understanding of the content. (4b)		

Evaluator's Notes: These will not print on the output documents

## FORMATIVE ASSESSMENT RUBRIC

Aligns with In-TASC Standard 6: Assessment

The *Formative Assessment* rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

	5	4	3 Proficient	2	1	0	
Element	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					Comments
	Descriptors						
<b>Real-Time</b> (during & end-of-lesson) <b>Assessment</b> <div style="border: 1px solid black; width: 60px; height: 30px; margin-top: 10px;"></div>	Assesses at the objective and sub-objective level to measure <b>individual</b> student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and <b>sub-objective level</b> to measure student progress <b>at the sub-group level</b> . (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to <b>measure student progress to adjust instruction</b> . (1a, 6a, 6b, 7d)	Utilizes <b>appropriate</b> real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)		

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## INSTRUCTIONAL STRATEGIES RUBRIC


Aligns with In-TASC Standard 8 (Instructional Strategies)

The *Instructional Strategies* rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

	5	4	3 Proficient	2	1	0	
Element	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					Comments
	Descriptors						
<b>Modeling</b>  <b>Or</b>  <b>Constructing knowledge</b>  <div style="border: 1px solid black; width: 60px; height: 20px; margin: 10px auto;"></div>	Explicitly models an exemplary product/performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, <b>for each sub-objective.</b> (8d, 8e, 8f)	Explicitly models an exemplary product/performance ( <b>free of distractions</b> ) by labeling steps or concepts, <b>with precise academic vocabulary and clear</b> articulation of meta-cognition, <b>for more than one sub-objective.</b> (8d, 8e, 8f)	<b>Explicitly</b> models an exemplary product/performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	<b>Models</b> an exemplary product/performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/performance. (8d, 8e, 8f)		


	<ul style="list-style-type: none"> <li>▪ Presents problem/situation and allows open-ended processing of thinking and <b>prior knowledge</b> to promote conceptual development.</li> <li>▪ Scaffolds questions <b>with increasing complexity or depth of content for each learner to gain thorough</b> understanding and to clarify misunderstandings.</li> <li>▪ Solidifies learning after constructed experience with clear labels, <b>and students extend thinking to generalizations/conjectures and explain their thinking/learning.</b> (6f, 8d, 8e, 8i)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presents problem/situation and allows open-ended processing of thinking to promote conceptual development.</li> <li>▪ Scaffolds questions <b>with increasing complexity or depth of content to ensure student</b> understanding and to clarify misunderstandings.</li> <li>▪ Solidifies learning after constructed experience with clear labels, <b>and students extend thinking to generalizations/conjectures and explain their thinking/learning.</b> (8d, 8e, 8i)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development.</li> <li>▪ Scaffolds questions to class to guide understanding and clarify misunderstanding.</li> <li>▪ Solidifies learning after constructed experience with clear academic vocabulary or labels (8d, 8e, 8i)</li> </ul>	<p>Presents problem/situation and <b>allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning.</b> (8d, 8e, 8i)</p>	<p>Presents problem/situation with discussion. (8d, 8e, 8i)</p>		<p><b>Comments</b></p>
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Element	5	4	3 Proficient	2	1	0	
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					Comments
	Descriptors						
<b>Practice/ Aligned Activity</b>  <input type="text"/>	Engages students in <b>examining their own thinking and/or learning</b> as well as the <b>performance of others</b> ; students <b>effectively provide support for one another as a member of a highly functioning learning community.</b> (2b, 3b, 3c, 6d, 6f, 8d)	<ul style="list-style-type: none"> <li>Provides sufficient, aligned practice or conceptual development activity for <b>each sub-objective or constructed inquiry learning experience.</b></li> <li><b>Effectively</b> guides and scaffolds students <b>who need assistance and appropriately fades away or renews support as needed to ensure all students</b> are challenged to move toward independence.  (2b, 6d, 8d)</li> </ul>	<ul style="list-style-type: none"> <li>Provides <b>sufficient, aligned practice or conceptual development activity</b> to support <b>successful learning</b> of the lesson objective before independent practice</li> <li>Actively guides and scaffolds individual students as they practice the objective and move toward independence (e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning).  (2b, 6d, 8d)</li> </ul>	<b>Provides opportunity for students to practice the lesson objective before</b> independent practice is assigned; or provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective. (6d, 8d)	Assigns independent practice or conceptual development activity. (6d, 8d)		
<b>Feedback (during the lesson)</b>  <input type="text"/>	<b>Students accurately apply specific feedback to advance their learning.</b> (6d)	Provides effective, corrective, academic feedback, with precise labels, that is <b>specific to the learner</b> and aligned to <b>sub-objective</b> content. (6d)	Provides <b>effective</b> , corrective, academic feedback in order to promote learning and retention that: (1) is aligned to the objective; (2) references a specific level of skill or knowledge, and (3) is timely. (6d)	Provides corrective academic feedback that <b>references a specific level of skill or knowledge.</b> (6d)	Provides academic feedback during the lesson. 6d)		

<b>Monitor and Adjust</b>  	Utilizes appropriate overt responses, from <b>all</b> students at <b>each</b> sub-objective to either move forward or adjust one of the following: <ul style="list-style-type: none"> <li>▪ Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.);</li> <li>▪ Changes the cognition level. (2b, 8a, 8b)</li> </ul>	Utilizes appropriate overt responses, from <b>all students</b> for <b>most sub-objectives</b> to either move forward or adjust one of the following: <ul style="list-style-type: none"> <li>▪ Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.);</li> <li>▪ Changes the cognition level. (2b, 8a, 8b)</li> </ul>	Utilizes <b>appropriate</b> (provides relevant student performance information) overt responses, from <b>most</b> students (75% or more) at <b>essential sub-objective levels</b> to either move forward with/or adjust instruction. (8a, 8b)	Utilizes overt responses from <b>at least half (50%)</b> of the students to either move forward with/or adjust instruction. (8a, 8b)	Utilizes overt responses from less than half of the students to either move forward with/or adjust instruction. (8a, 8b)		
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Element	5	4	3 Proficient	2	1	0	
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					Comments
	Descriptors						
<div>Practice/ Aligned Activity</div> <div></div>	Engages students in <b>examining their own thinking and/or learning</b> as well as the <b>performance of others</b> ; students <b>effectively provide support for one another as a member of a highly functioning learning community.</b> (2b, 3b, 3c, 6d, 6f, 8d)	<ul style="list-style-type: none"><li>Provides sufficient, aligned practice or conceptual development activity for <b>each sub-objective or constructed inquiry learning experience.</b></li><li><b>Effectively</b> guides and scaffolds students <b>who need assistance and appropriately fades away or renews support as needed to ensure all students</b> are challenged to move toward independence. (2b, 6d, 8d)</li></ul>	<ul style="list-style-type: none"><li>Provides <b>sufficient, aligned practice or conceptual development activity</b> to support <b>successful learning</b> of the lesson objective before independent practice</li><li>Actively guides and scaffolds individual students as they practice the objective and move toward independence (e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning). (2b, 6d, 8d)</li></ul>	<b>Provides opportunity for students to practice the lesson objective before</b> independent practice is assigned; or provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective. (6d, 8d)	Assigns independent practice or conceptual development activity. (6d, 8d)		
<div>Feedback (during the lesson)</div> <div></div>	<b>Students accurately apply specific feedback to advance their learning.</b> (6d)	Provides effective, corrective, academic feedback, with precise labels, that is <b>specific to the learner</b> and aligned to <b>sub-objective</b> content. (6d)	Provides <b>effective</b> , corrective, academic feedback in order to promote learning and retention that: (1) is aligned to the objective; (2) references a specific level of skill or knowledge, and (3) is timely. (6d)	Provides corrective academic feedback that <b>references a specific level of skill or knowledge.</b> (6d)	Provides academic feedback during the lesson. (6d)		



<b>Monitor and Adjust</b>  	Utilizes appropriate overt responses, from <b>all</b> students at <b>each</b> sub-objective to either move forward or adjust one of the following: <ul style="list-style-type: none"> <li>▪ Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.);</li> <li>▪ Changes the cognition level. (2b, 8a, 8b)</li> </ul>	Utilizes appropriate overt responses, from <b>all students</b> for <b>most sub-objectives</b> to either move forward or adjust one of the following: <ul style="list-style-type: none"> <li>▪ Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.);</li> <li>▪ Changes the cognition level. (2b, 8a, 8b)</li> </ul>	Utilizes <b>appropriate</b> (provides relevant student performance information) overt responses, from <b>most</b> students (75% or more) at <b>essential sub-objective levels</b> to either move forward with/or adjust instruction. (8a, 8b)	Utilizes overt responses from <b>at least half (50%)</b> of the students to either move forward with/or adjust instruction. (8a, 8b)	Utilizes overt responses from less than half of the students to either move forward with/or adjust instruction. (8a, 8b)		
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## LEARNER ENGAGEMENT RUBRIC

Aligns with In-TASC Standard 3 (Learning Environments), 4 (Content Knowledge), 5 (Application of Content), 7(Planning for Instruction), and 8 (Instructional Strategies)

The *Learner Engagement* rubric is designed to support teachers with establishment of classroom environments that support authentic engagement in learning. The effective teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. The teacher collaborates with learners to develop shared values and expectations for rigorous academic discussions, and individual and group responsibility for quality work. Engagement is both student, and is grounded in development of critical thinking skills focused on content specific process skills. This facilitates authentic engagement where students are not just compliant, but can see a connection between the assigned task and the results/outcomes, and that there is clear meaning and personal relevance.

Element	5	4	3 Proficient	2	1	0	
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					Comments
	Descriptors						
Student-to-Student Interaction <div></div>	Students flexibly respond to shifts in conversation as they explore the topic; different students may emerge as experts (e.g., appropriately adjusts within the context, draws on multiple perspectives, challenges assumptions with justification and evidence). (4b, 4h, 5d, 6f, 8h)	Students engage in focused learning conversations to build on other students' thoughts/ideas (e.g., questioning, piggybacking, summarizing, clarifying, paraphrasing), demonstrating deep or extended learning. (4h, 5d, 6f, 8h)	Students engage in scaffolded (semi-structured) student-to-student academic dialogue (grammar, sentence complexity), aligned to the lesson objective; and they demonstrate individual accountability, equal participation, application of content vocabulary, and collaborative communication. (4h, 5d, 6f, 8h)	Students engage in structured, student-to-student academic dialogue, aligned to the lesson objective; and they demonstrate individual accountability and use of content vocabulary. (4h, 8h)	Students engage in student-to-student academic dialogue. (4h, 8h)		

Element	5	4	3 Proficient	2	1	0	Comments
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					
	Descriptors						
<b>Teacher-to-Student Interaction</b>  <div></div>	<p>Elicits participation from <b>all students consistently</b> throughout the lesson for <b>each</b> sub-objective.</p> <p><b>Students equally participate and may hold one another accountable for engagement in activities and responses.</b> (3c, 4h, 8h)</p>	<p>Elicits participation from <b>nearly all</b> (95%-100%) students for <b>most sub-objectives</b>, through a <b>systematic progression of purposeful questions and activities</b> that promote learning of the objective. (4h, 8h)</p>	<p>Elicits participation from <b>most (85%-94%) of the students</b> at <b>significant points</b> during the lesson, through <b>purposeful</b> questioning and activities that <b>promote learning of the objective</b>.</p> <p>Utilizes questioning strategies that require covert thinking and sufficient wait time <b>before partner discussions</b> and calling on individual students.</p> <p><b>Adjusts level of concern to promote mandatory participation through the following: time limits, calling on non-volunteers, pacing, proximity, and/or performance checks.</b> (4h, 8h)</p>	<p>Elicits participation from <b>more than half</b> of the students during parts of the lesson, through questioning and activities <b>that align to the objective</b></p> <p><b>Utilizes questioning strategies that require covert thinking and sufficient wait time before calling on individual students.</b> (4h, 8h)</p>	<p>Elicits participation from less than half of the students, during parts of the lesson, through questioning or activities. (4h, 8h)</p>		

Element	5	4	3 Proficient	2	1	0	
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					Comments
	Descriptors						
<b>Authentic Engagement /Quality of Work</b>  <div></div>	Facilitates authentic engagement by: (1) <b>involving all students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work; and (2) collaborating with all students to design and implement relevant learning experiences</b> (2a, 3b, 3c, 3d, 5f, 5g 7a, 8c, 8i)	Facilitates authentic engagement by assigning <b>differentiated, meaningful tasks that require complex thinking</b> , that <b>most students</b> associate with a result or outcome that has clear meaning and personal relevance. (2a, 3b, 3c, 3d, 8c, 8i)	Facilitates authentic engagement by assigning tasks that <b>most students</b> associate with a result or outcome that has clear meaning <b>and personal relevance</b> . (3b, 3c, 3d, 8c, 8i)	Assigns tasks that <b>some students associate with a result or outcome that has clear meaning</b> . (3d, 8c)	Assigns tasks that most students complete to avoid a negative consequence, or achieve an extrinsic outcome (e.g., reading a book in order to pass a test)		

Element	5	4	3 Proficient	2	1	0	Comments
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					
	Descriptors						
<b>Critical Thinking</b>  <div></div>	<p>Students use content-specific process skills and conceptual understanding (gained as a result of knowledge utilization) to provide a well-developed argument and rationale to defend position in written or oral presentation.</p> <p>Students monitor their thinking to ensure learning; seek knowledge about how they learn new concepts, facts, and procedures; and gain control in directing their solution process. (4c)</p>	<p>Students use content-specific process skills <b>and conceptual understanding for analysis</b> (e.g., classify, compare/contrast, predict, or construct/defend new conclusions) <b>or knowledge utilization</b> (e.g., problem solving, evaluating, decision making, experimental inquiry, designing, composing).</p> <p><b>Students analyze multiple texts, numbers, sets of data, and/or variables to formulate new conclusions, solutions, or products.</b> (4c)</p>	<p>Students use content-specific process skills to analyze content and make new meaning not provided by the teacher (e.g., classify, compare/contrast, predict, or construct/defend new conclusions). (4c)</p>	<p>Students <b>demonstrate comprehension</b> of content (e.g., summarizing essential points, expressing learning in a graph or non-linguistic representation). (4c)</p>	<p>Students use knowledge retrieval skills to remember facts; answer questions; define and describe; perform math calculations; and/or follow lab steps. (4c)</p>		

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## LEARNING COMMUNITY RUBRIC

Aligns with In-TASC Standard 3 (Learning Environments)

The *Learning Community* rubric is designed to support teachers with establishment of a classroom learning environment that supports individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation. The learning environment must motivate student learning through establishing interest, providing choices, making relevant connections, building understanding, assessing learning outcomes, developing close teacher-learner relationships, and creating a sense of belonging between and among learners. The teacher collaborates with learners to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

Element	5	4	3 Proficient	2	1	0	
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					Comments
	Descriptors						
Routines & Procedures <div></div>	There is observable evidence that students assist each other in applying the routines and procedures. (3d) High expectations include learning experiences that <b>empower the students to be self-directed learners who assume responsibility for productivity and maintain momentum without continuous monitoring. Students use exemplary anchor papers, rubrics and other exemplary student work to evaluate their work and the work of others.</b> (3a, 3c, 3e)	<b>Routines and procedures are effectively and consistently utilized and internalized by students to maximize additional instructional time.</b>	Implements routines and procedures to <b>increase instructional time and captures additional instructional time by minimizing transitions.</b>	Implements routines and procedures to enable the classroom to run more smoothly.	Re-directs students to follow routines and procedures.		
Responsibility for Learning <div></div>		Collaborates with students to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. (3a, 3c, 3e)	Conveys high expectations for learning using one or more of the following strategies: <ul style="list-style-type: none"><li>▪ focuses students on their academic and/or social goals</li><li>▪ encourages students to monitor their own work habits and take initiative</li><li>▪ encourages students to use strengths as a basis for growth and their misconceptions as opportunities for learning</li></ul>	Conveys high expectations for student work and behavior through statements of expectations, references to criteria for quality, and/or asking students to share with one another what is expected.	Assigns work to students and addresses misbehavior.		

	5	4	3 Proficient	2	1	0	
Element	Descriptors						
<b>Monitoring and Responding to Student Behavior</b>  <div></div>	Empowers students <b>to proactively sustain a positive learning environment</b> so that nearly all interventions are student-initiated.	Encourages students to develop self-monitoring and reflective skills to maintain a positive and productive learning environment. (3a, 3b, 3e)	Uses verbal and non-verbal cues in ways that demonstrate respect, and conveys the reason for the appropriate behavior in order to develop a collaborative community. (3f)  If needed, provides prompt intervention in a respectful and effective manner when a student(s) does not meet community and/or performance expectations	Uses strategies to effectively monitor and respond to student behavior.  If needed, respectfully responds to student(s) who do not meet community and/or performance expectations.	Uses strategies to monitor student behavior and responds to disrespectful or off task behavior.		
<b>Relationships</b>  <div></div>	<b>Students seek multiple perspectives and seek creative solutions to conflicts.</b>  Students are supported by one another to take challenging risks and learn from their mistakes. (3a, 3f)	<b>Collaboration among students is productive and focused on learning; students promote each other's learning.</b> (3a, 3f)	<b>Verbal and non-verbal student-to-student and teacher-to-student interactions are polite and respectful in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment.</b> (3a, 3f)	Facilitates polite and respectful teacher-to-student and student-to-student interactions. (3a, 3f)	The teacher is a thoughtful and responsive listener and observer. (3a, 3f)		

Evaluator's Notes: These will not print on the output documents

REIL is an initiative of

**MCESA**

Maricopa County Education Service Agency

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